

Kentucky Teacher

Festival Invites School Groups to Explore Kentucky Traditions

What do marbles, bluegrass music and transparent pie have in common? All are Kentucky community traditions to be featured at the second annual Festival of Kentucky Folklife, scheduled for Sept. 17-20 in Frankfort.

The festival will again offer two days of special activities free of charge to students and teachers. On

Thursday, Sept. 17, and Friday, Sept. 18, students can celebrate the state's diverse occupational, ethnic and family traditions. Teachers can connect their students' experiences to Kentucky's core content and academic expectations such as 2.16, 2.17, 2.20 and others.

At this year's festival, sponsored by the Kentucky Historical Society and the Kentucky Arts Council, students will have opportunities to experience a wide range of activities:

- Listen to the sounds of Kentucky throughout the day at two music stages highlighting 16 traditional musical styles such as bluegrass, blues, country and gospel.

- Learn from conversations with artists at the Narrative Stage. Hear the stories of riverboat captains and commercial fishermen, or ask a blues musician who inspired him to play.

- Taste Kentucky barbecue, chicken dinners, fish and transparent pie sold by the food vendors. Sample other delights at the Foodways Stage, where cooks talk about their family recipes and show how to prepare them.

- Stroll through the Art in Everyday Life Area and discover the many techniques for creating commonly used objects.

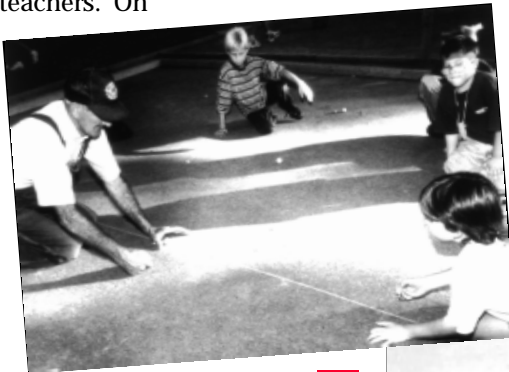
- Learn about the arts of people who arrived in Kentucky during the state's more recent history; see what traditions they brought along to make Kentucky seem more like home to them.

- In the River Area, watch riverboat captains throw lines, boat builders build traditional fishing

boats, and other occupational groups demonstrate their work.

- Share games, songs and stories with your class as you participate in the hands-on activities in the Family Tent.

To request a festival registration form, call the Kentucky Folklife Program at (502) 564-0472 or e-mail your name and address to loisjoy.ward@mail.state.ky.us. Complete the form and return it promptly by mail. School groups will be registered on a first-come, first-served basis. To be fair to all schools, festival coordinators cannot accept registration by telephone or e-mail.



Students watch as Suhas Bhaskar demonstrates rangoli (the art of creating designs out of sand, flowers and seeds) during the 1997 Festival of Kentucky Folklife. Above, Glasgow resident Billy Brown engages students in a game of Tennessee Square Marbles. The festival's sponsors are the Kentucky Historical Society and the Kentucky Arts Council.

Photos Submitted by Kentucky Historical Society

Department Web Site Links to Free Software Reviews

Finding effective, high-quality electronic resources can be time consuming and challenging, especially when you cannot preview the material before buying. The Department of Education's Website makes the selection process easier by linking to EvalUTech, a materials review service.

EvalUTech features a searchable database of software, books and videotapes recommended for primary through 12th grade. Trained educators have reviewed the materials using consistent evaluation criteria similar to those on Kentucky's electronic instructional materials evaluation form.

Many resource review sites charge access fees, some of which are high. The Kentucky Department of Education and its counterparts in 13 other states provide funding to the Southern Regional Education Board (SREB) to support free access to EvalUTech. SREB members are eligible for training in the use of the online database.

To find EvalUTech plus Kentucky's materials evaluation form, go to the Department of Education site (www.kde.state.ky.us); click on Technology, then Instruction, then Electronic Instructional Materials. To get to EvalUTech directly, go to www.evalutech.sreb.org.

For more information, contact Jackie White, information resources consultant in the Office of Education Technology, at jwhite@kde.state.ky.us or (502) 564-7168.

Commissioner's Comments

By Wilmer S. Cody, Commissioner of Education



Violence in Schools: Inevitable or Preventable?

The news reports are alarming:
A student shoots into a prayer group at school, killing three and injuring five.

A student holds classmates at gun point and kills a teacher and the school custodian.

Three middle school students take life-threatening prescription drugs brought by one student; EMTs transport them to a hospital.

A student dies of injuries suffered in an off-campus fight, leaving three fellow students facing murder charges and the entire school and community coping with a culture that encourages physical violence as a way to settle arguments.

These violent acts and high-risk behaviors happened in Kentucky. Are such scenarios inevitable? Must students, teachers, administrators, staff, parents and communities accept physical and verbal attacks, disrespect, vandalism, drug abuse and other disruptive, dangerous behavior as an inescapable part of the school environment?

While no amount of planning or awareness can ensure that violence will never occur, research assures us that high-risk behaviors are preventable behaviors. The challenge is "how."

Schools seeking programs aimed at preventing violence and

aggression can turn up dozens of titles. How can educators and communities know which programs get results?



"The most devastating plague of the 20th century is not AIDS, not Ebola virus, not drug abuse, and not violence. It is the plague of fatalism: the paralytic frame of mind which says that we cannot change the way things are, so why even try."

William Foege, Senior Public Health Statesman
Quoted in JAMA (Journal of the American Medical Association), May 28, 1997

The U.S. Department of Education recommends that violence prevention activities be based on fact, not emotion; research, not assumption. Guidelines in the federal Safe and Drug-Free Schools and Communities Act hold that a prevention program is most likely to be effective if it meets four principles of effectiveness:

1. It is based on a thorough assessment of objective data about the drug and violence problems in the communities served.

Students, parents, educators, family resource/youth services center staff, representatives of social services and law enforcement agencies, and other citizens can work together to develop a needs assessment — a profile of local risk and protection factors, behaviors and attitudes.

2. It can meet measurable goals and objectives.

Once local needs are determined, the next step is to develop or choose a prevention or solution program with goals and objectives that match local goals and objectives.

3. It is based on research and evaluation.

General Barry McCaffrey, director of the Office of National Drug Control Policy, recently said that one of the nation's critical challenges is to "try to replace ideology and polemics with science and well-thought-out medical and social-based conclusions" when thinking about drug abuse and violence prevention.

4. It is evaluated periodically.

Educators know the importance of evaluating any strategy's effectiveness and using the results to shore up weaknesses. D.J. Ida of the Asian Pacific Center for Human Development recommends including an evaluation team early in the program selection or development process, perhaps during the needs assessment, so everyone is focused on the same issues and asking the same questions.

If these four points seem familiar, it's because they mirror Kentucky's school and district consolidated planning process. When school safety is a planning priority, safety and risk reduction decisions become part of all

decisions. Safety committees at the district and school levels can coordinate research and make research-based recommendations to consolidated planning teams and school councils. They can help keep everyone's focus on all aspects of the school environment and the significant impact it has on teaching and academic and social success. After all, learning at high levels can occur only when teachers and students think of school as a safe environment. The reality for some students is that school may be a safer place than home or neighborhood.

Perhaps the most important step toward safety in schools is the rejection of the inevitability of disruptive behaviors. On any day, in any school, peace is the rule, not the exception. Many prevention strategies can and are working in Kentucky schools. Now is the time to seek out those strategies that work best and apply them as needed to ensure that every school is a safe, supportive, productive place.

Editor's Notes: For more about General Barry McCaffrey's comments and the Safe and Drug-Free Schools Program's look at research-based prevention programs, see Volume 7, Number 3 of "The Challenge," a quarterly newsletter published by the American Council for Drug Education (www.acde.org) under a grant from the U.S. Department of Education (www.ed.gov).

For more about safety in Kentucky schools, see Pages 3-12 in this issue of Kentucky Teacher.

On Facing Page: Rebecca Russell (left) and Brandy Bartlett, students at Jefferson County's Breckinridge Elementary



Safe Schools, Successful Schools

By Fran Salyers
Kentucky Department of Education

Susan was a veteran at being the “new kid” in school. Because of her father’s profession, the family relocated often. So when she enrolled mid-year at yet another high school, she prepared herself to make new friends and get involved in activities quickly.

By Susan’s third day at the school, two girls in her homeroom were including her in lunchtime conversations and confidences. They advised her on several aspects of the school’s culture:

Don’t walk down Hall C by yourself. People start fights there.

Don’t go in this restroom. The smokers don’t want nonsmokers in there.

Don’t talk to that group. They will call you names and cause you trouble in the lunchroom.

By the end of her first week at the school, Susan knew and abided by all of the “rules.” She, like other students, spent much of her time mentally playing defense, protecting herself from hazards real and imagined. Her academic performance and attitude about school reflected her feelings of insecurity.

Was Susan’s school a safe school? Like most schools on most days, the school had experienced no major violence — no tragedies that ended lives and made headlines. Still, the environment at Susan’s school made students uneasy in a variety of ways. Feelings of intimidation, disrespect, unacceptance and ridicule, compounded by incidents of verbal taunting and the occasional physical fight, created an undercurrent of tension that adversely affected virtually everyone at the school.

Such undercurrents can build into incidents and behaviors that, at the least, are academically and personally unproductive and, at the extreme, violent. That’s why Renelle Grubbs, executive director of the Kentucky Community Crisis Response Board (see Page 12), urges schools and communities to think of “safe” in a broad perspective. Safety includes “hard” issues such as the arrangement, condition and security of the school building; being prepared to respond to emergencies — everything from tornadoes, fires and floods to the holding of hostages; and minimizing the presence of alcohol and illegal drugs.

Safety in schools also includes “soft” issues: the school “climate” or levels of mutual respect among teachers, staff, students and parents; and the extent to which all students feel accepted (even

when their behaviors aren’t), respected and free to express ideas and feelings in socially acceptable ways. When it comes to feeling safe, Grubbs said, perception is as important as reality.

The following pages present some of the many ways Kentucky teachers, administrators, school staff, students, parents and communities are addressing the “soft” safety issues. While no amount of planning or dollars can guarantee violence will not happen in schools — or anywhere else — attention to “soft” issues can go a long way toward reducing all levels of socially unacceptable behaviors. The examples in this issue can be a starting point for school councils and committees, consolidated planning teams, students, parents and communities who want to make safety a priority in the school improvement process.

Teachers are Role Models for Acceptable Behavior — Even Under Pressure

By Faun S. Fishback
Kentucky Department of Education

A school district can have all the necessary school safety plans and programs in place, but teachers, when the classroom door closes, *you're* in charge of keeping the peace. It's up to you to make sure students know how to behave in your classroom. It's up to you to enforce school behavior policies consistently.

"The key is that teachers have expectations for student behavior, express those expectations to their students and then model that behavior for the students," said Nancy Satterfield, director of support programs for Henderson County Schools.

Most students who are treated with respect and cordiality will return the behavior, Satterfield said. When they don't, she added, teachers in the Henderson County schools are prepared to handle the situation. For the past few years, all Henderson County School employees who have any interaction with students have been trained to de-escalate behavior problems.

Teachers, aides, administrators, office staff, bus drivers, custodians and cafeteria workers are taught how to use specific words to calm disruptive students and, if necessary, to intervene in a fight. They also learn about legal issues — search and seizure, weapons identification and student confidentiality — and

each school employee's role in the event of a school or districtwide emergency.

In dealing with disruptive students, it's not only what you say but how you say it that keeps you in control of the situation, Satterfield said. Adults need to be positive and choose their words carefully. Body language and voice tone and volume can either end or escalate a confrontation. Backing a student into a corner only ends up being a power struggle — a no-win situation for everyone, she explained.

Adults must deal with each situation in a way that models acceptable behavior: no yelling, name calling or physical aggression. Show students that resolution can occur with nonviolent behavior by treating them with the respect you want them to return to you, she said.

Even when a fight begins, there is time for intervention, Satterfield said.

Verbal intervention can occur right before a fight breaks out and at strategic points during the fight. Adults are trained to identify themselves to the fighters; if possible, call the students by name; then use short, clear, firm commands to intervene.

She advises staff members to avoid using physical force. However, those Henderson County staff members who work at the alternative schools and deal daily with emotional-behavior disordered students receive tips on physical intervention.

Can these actions by teachers really make a difference with students who do not receive positive behavior reinforcement at home or from friends? Satterfield says yes.

"Teachers need to realize they are the best role models some of their students have," she explained. "Having teachers greet them with a smile and say something positive about their work or their actions will make a difference."

Already, Henderson County North Junior High counselor Joyce Lutz notices a decline in the "he said — she said" behavior problems at the school. "Teachers are modeling for the students how to properly resolve problems, and students are picking up on it," she said. "More and more of our students know how to resolve everyday problems. We're also seeing fewer referrals for disrespect. When teachers have firm, consistent dealings with students, fewer problems occur."

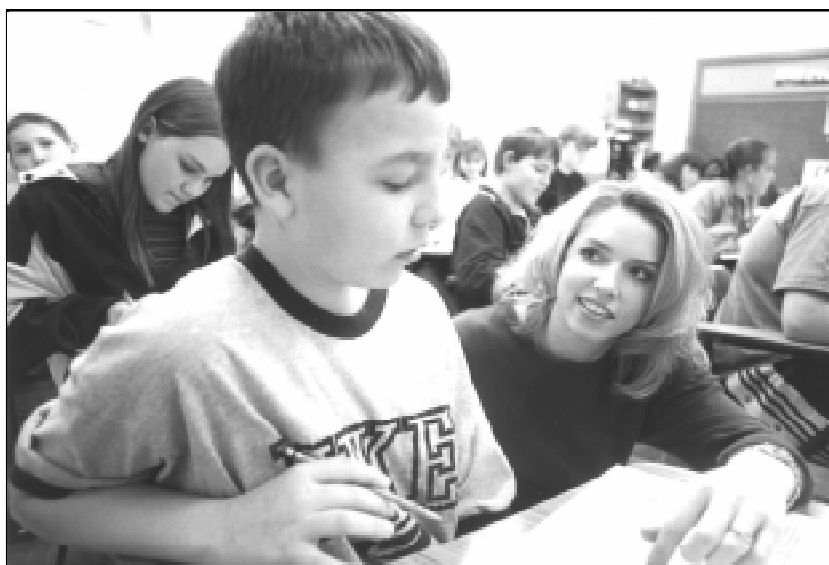


Photo by Rick McComb

Teacher Kim Pritchett talks with 7th-grader Adam Russelburg about his "Eulogy for the Roman Empire" writing project during a World Studies class at North Henderson Junior High. Pritchett and other teachers in the Henderson County district are trained in dealing with students in ways that support mutual respect and reduce behavior problems.

Safe School Program Offers Many Preventative Measures

"There's not just one thing that is the answer to safe schools," said Nancy Satterfield, director of support services for Henderson County Schools. In addition to professional development, Henderson County also has a crisis plan and an emergency procedure guide to help staff react effectively to situations that threaten school safety. Staff members are trained to deal with everything from natural disasters to a hostage situation and everything in between, she said, adding that continuing training and updates are an important consideration for districts.

A few of the district's rules and practices:

- Visitors must sign in at each school office and receive a badge or visitor's pass.
- Handbooks provide school rules to every student in the school system.
- Support programs are available to all students.
- Curriculum and behavior intervention strategies are under evaluation by district staff to assist schools in developing a common language when talking about behavior and developing school expectations.

• Coalitions of student leaders from all segments of the school are facilitated by counselors and teachers. These groups talk about their concerns and issues to better understand each other, adults and school policies. Students also deal with behavior issues through peer mediation at Henderson County North Junior High School.

For more information about Henderson County's safe school program, contact Satterfield at (502) 831-5010 or nsatterf@henderson.k12.ky.us.

First, There is a Caring, Safe Community

"Kids are kids. The things we're doing to show our students we care about them could be replicated anywhere else, urban or rural."

Joe Van Roberts
Ohio County Public Schools

By Faun S. Fishback
Kentucky Department of Education

You can't have a caring, safe school if you first don't have a caring, safe community. That premise has been leading Ohio County school district officials during the past year to involve the entire community in instilling positive values and social competency in local young people.

Though still in its infancy, "Ohio County Together We Care" seeks to include every segment of the community from school staffs to law enforcement officials to extension agents to churches to the chamber of commerce to parents. The program makes everyone responsible for teaching young people values and structures that help them solve problems rather than be problems, said Joe Van Roberts, who heads the program for the school district.

County residents pledge their support and make many of the decisions about what they will do to make students more productive citizens. Committees, which include students, are working in four areas: mentoring programs, youth as community resources, community mobilization and caring school climate. They are guided by a Search Institute program purchased and adapted by the school district to help build the assets young people need if they are to grow into responsible, caring adults.

The program's 40 developmental assets emphasize positive student behaviors and positive student choices for grades 6-12. The program establishes four types of personal assets:

- personal commitment to education
- personal values such as honesty, responsibility and equity
- social skills
- positive self identity.

One exciting part of "Ohio County Together We Care" is that data collected last year as part of DARE, PRIDE, Kids Count and other community activities indicate the community is on target to meet student needs. Bill Scott from the Kentucky School Boards Association helped collect the data and helped district administrators present the findings to community leaders. One finding shows that students surveyed want more recognition for what they are doing right and want students to show care and concern for teachers and other students, Roberts said.

Additionally, a survey of the Ohio County High School Class of 1997 showed that most of the seniors averaged slightly less than half of the 40 developmental assets. Students who exhibited more risk-taking behavior

had fewer assets. Those students with a higher number of assets participated in school and community activities, were not behavior problems and had healthy relationships with adults in the community, Roberts added.

So far, response from the community has been positive, Roberts reports. "Two retired teachers recently told me they realize now their days of working with children aren't over," he said. "They plan to show more interest in the young people at their church. A senior citizen said he'd about given up on young people but has now decided to provide transportation to a teenager who needs a ride to help as a volunteer to do service learning."

This spring, school staffs will be encouraged to make asset building a part of their daily activities. Teachers will receive a copy of "150 Ways to Show Kids You Care," with ideas on how they can help build assets in students. (The list is available on the World Wide Web at www.searchinstitute.org/archives/150.htm.) Those ideas include smiling a lot, saying thank you, learning students' names and chaperoning dances. "These are things people do every day," Roberts

said. "They don't take any time at all, but they can reap big benefits."

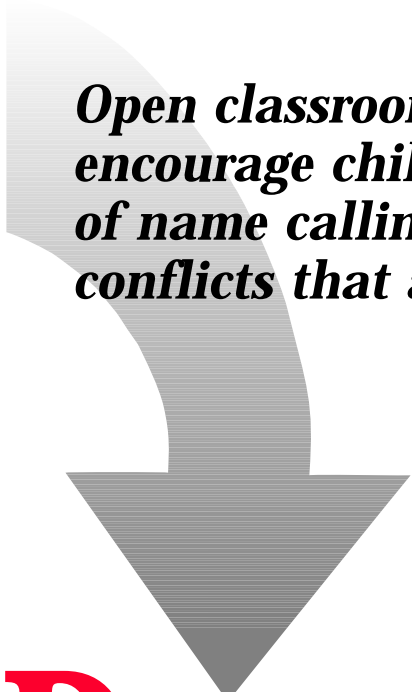
Can other communities benefit from asset building? "Kids are kids," Roberts said. "The things we're doing to show our students we care about them could be replicated anywhere else, urban or rural."

For more information about "Ohio County Together We Care," contact Roberts at (502) 298-3249.



Students, teachers, a youth services center coordinator and local health care professionals join forces on an "Ohio County Together We Care" subcommittee looking at youth as resources. The subcommittee will help establish opportunities for young people to volunteer in community programs.





Open classroom meetings encourage children to solve problems of name calling, teasing and other conflicts that arise in everyday life.

“In that meeting people started to listen to how I felt about being called names, and since then I haven’t had much name calling”

— Alex

Down with Put-Downs

Alex was an overweight 4th-grade boy who was frequently teased by his peers. Alex asked his teacher to have an open meeting to address this name-calling problem. After listening to his explanation of the problem, his teacher agreed to hold the meeting.

Many teachers are concerned about put-downs. One way to deal with this issue or other school climate problems is by having an open classroom meeting, sometimes called the Glasser Circle (Charles 1992).

What Is an Open Meeting?

Open meetings are regularly scheduled times when all class members and the teacher sit together in a closed circle to discuss important topics (Glasser 1992). The purpose is to encourage the students to seek solutions to problems, never to find fault or assign blame.

This article is copyrighted and reprinted here with permission from the publishers of “Educational Leadership.” The article appeared in the October 1997 issue (Volume 55, Number 2; Pages 36 and 37). The authors are Mary A. Lundeborg, Judy Emmett, Patricia A. Osland and Nancy Lindquist.

For the past two years we have conducted action research on open meetings in elementary classrooms and have found three types of meetings:

- Open-ended meeting — The topic is anything of interest or relevance to the group, such as pets, hobbies, special occasions.
- Problem-solving meeting — The topic is a problematic situation or behavior of concern to the class, such as name calling, graffiti, blurting out.
- Educational-diagnostic meeting — The purpose is to discover the extent to which students understand and have personalized curricular topics (for example, in discussing literature) or to assess background knowledge (Glasser 1969).

Ground rules are necessary to ensure that everyone has the right to speak (but doesn’t have to), that no names will be used, that matters discussed will remain within the group and that there will be no put-downs.

An Open Meeting on Name Calling

As the following meeting on name calling illustrates, the meeting is structured — moving from a review of the ground rules, to a warm-up question

or open-ended statement, to encouraging a variety of perspectives, to personalizing the topic and, finally, to challenging students in some way.

- The warm-up question gives everyone a chance to briefly speak up. This should be a safe question that every student can answer, such as “I feel big when”
- Defining questions produce a starting point where all agree on the topic and the limits of the topic, such as “What is name calling?”
- Personalized questions create involvement, relevance and eagerness to share information, ideas and experiences, such as “When have you been called a name or had someone call you a name? I’ll give you some time to think about this. Remember our rule on confidentiality, so don’t tell *who*.” Other questions ask students about their feelings, what they did when someone called them names and whether name calling is a problem at their school.
- Challenge questions help students think about alternatives and apply what they learned in the meeting. A sample question: “Try to make name calling go away for everyone in this room. Think about what you can do to get your feelings out without using name calling.”

In Alex’s name-calling meeting, he had a chance to openly state the problem:

Alex: Name calling is a problem here at our school. I’ve been teased since kindergarten or 1st grade.

Teacher: How are you doing with that?

Alex: Starting to cool off, starting to take it easy, been called so many names. ... [He gives examples of names he’s been called.] I guess it’s getting easier.

Teacher: Why do we name call? (Other students chime in and contribute their perspectives and feelings.)

Fredrico: To get people’s attention.

Teacher: Whose? Friends? Enemies?

Diane: They want to be better than someone else, so they think that by teasing they can be better than someone else.

Teacher: If you are called a name, what do you do? What’s a good way to handle it? Let’s go around the circle . . .

Ron: Walk away.

Stacy: Laugh with them.

Tony: I’ve done that before.

Teacher: Did it work? What happens? It’s not so much fun for them if you laugh, too.

Angela: I walk away or yell at the person.

Teacher: Which works better?

Brian: I punch on a punching bag.

Teacher: Does that work?

Here are other students' responses about the extent to which name calling was a problem at their school. Note that they felt safe to agree or disagree.

Angie: Sometimes it is, sometimes it's not.

Tyler: When people call names, they don't win. This is different from the school motto, "Everybody wins at [name of his school]."

Teacher: Who wins? Is the person who calls names a winner?

Tyler: Sometimes the person who is called a name says, "Why do you say that?" and they can be a winner.

Heather: The person calling names is a loser. They're breaking the school rules — the person getting the name is a winner.

Tyler and Josh: I agree.

Tyler: The person calling you names is making you feel bad so he's winning.

Russ: If you're name calling, you're not a winner because you are breaking the rules.

Teacher: Think about ways to get your feelings out without name calling.

In an interview six months after Alex's meeting, he said: Before that meeting on name calling, people didn't listen much to how I felt. Others got called a lot of names, too. In that meeting people started to listen to how I felt about being called names, and since then I haven't had much name calling.

How Open Meetings Build Community

Open classroom meetings, because of their structure, are one way of meeting teachers' and students' needs for belonging, power, freedom and fun (Glasser 1969). Open meetings are meant to be safe. Because what is shared in open meetings are experiences, ideas, beliefs and feelings, all have something to contribute; therefore, all have some power. Our study showed that students sometimes request open meetings to deal with issues of immediate concern, seeing the process as one that gives them power to deal with school situations. Open meetings may deal with serious topics, but they often contain humorous moments and are occasions of much fun.

Open meetings enhance learning communities by building trust and care, group cohesiveness and productivity, respectful interactions and relevance of school to everyday life. They promote a positive classroom climate by building children's self-esteem and providing opportunities to experience success. In the process, children also improve listening skills and verbal fluency (Russo et al. 1996).

Open classroom meetings allow students to solve class problems as a group, view a situation from other students' perspectives and respectfully agree and disagree with one another. This exchange increases critical-thinking skills and allows students to share feelings related to their thinking. Hear-

ing about how feelings are related to situations can influence students positively (Lundeberg et al. 1997).

Why Encourage Children to Discuss Problems?

Last year, in a nearby urban school district, one teenager shot another teenager after school because he'd been called a name. Would this violence have been prevented if these teens had learned skills to discuss name calling?

We do not know. However, the open classroom meeting has the potential to decrease school violence through teaching children the skills to express their own thoughts and feelings, to listen to others and to think about their behavior. Thinking critically about their own past actions, as well as the actions of their peers, seems to enable children to construct positive scenarios for solving problems.

Open meetings increase children's understanding of and empathy for one another. This leads to increased respect and appreciation for the differences and contributions of all class members. Members of the school community begin to care for each other (Emmett et al. 1996). In such a climate, students feel competent to take responsibility for solving classroom problems.



Open classroom meetings are one way to meeting teachers' and students' needs for belonging, power, freedom and fun.

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Students Are Part of the Solution

By Sharon Crouch Farmer
Kentucky Department of Education



*C*hildren attach a lot of credibility to the attitudes, opinions and actions of their peers. So it follows that developing a safe school environment depends on student involvement. That involvement can take many forms. Programs such as *Second Step* build a foundation. Crime Stoppers and similar programs reassure students that they have the power to change their own inappropriate behavior and that of others. Peer mediation programs use students to settle disputes between students.

These two pages profile some of the ways students, working through these and other programs, are part of the school safety solution in Kentucky schools.



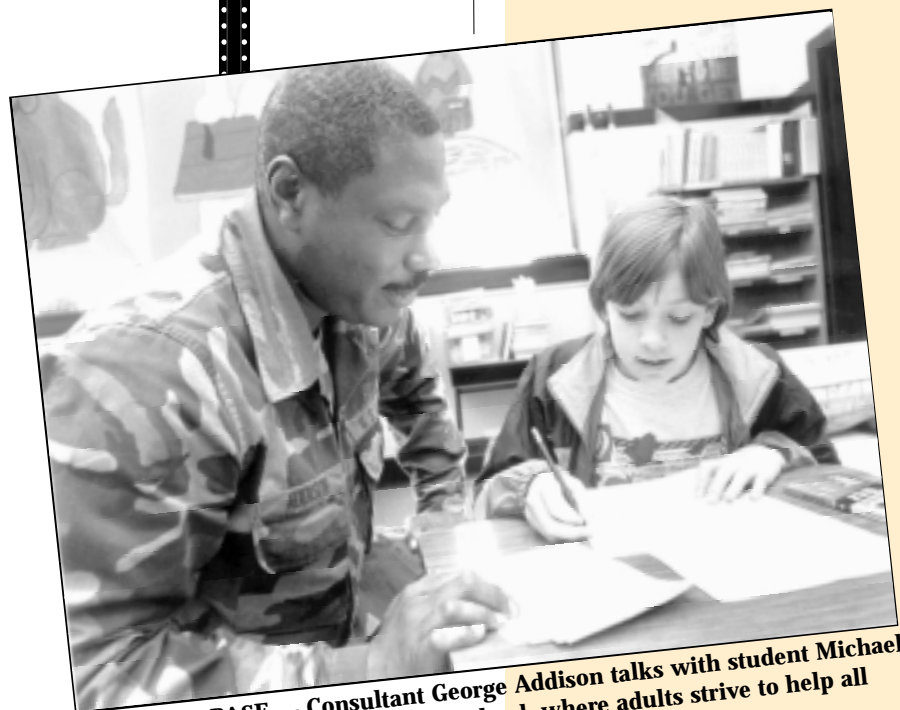
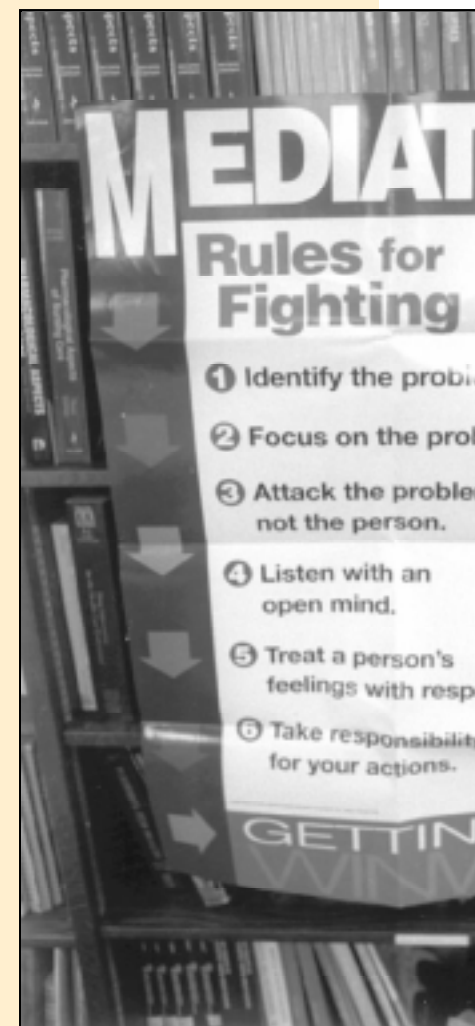
WORKING TOGETHER — Kathy Kalias (center), a Fayette County Safe and Drug-Free Schools consultant, guides Leestown Middle School students through a group problem-solving exercise during mediation training.

Rising to the Need

Breckinridge Elementary's downtown Louisville neighborhood has one of the highest crime rates in Jefferson County. Principal Ann Long and Jaye Sparber, director of the Family Resource and Youth Services Center, use intervention to offset exposure to violence.

They use two methods of universal intervention, which is targeted to all students:

- **Second Step** from the national Committee for Children teaches children how to deal with anger and frustration *before* they become abusers. "We all send the same messages to students, and we have similar expectations. As messages are reinforced, students react positively," Long explained. The program is focused on controlling impulses, managing anger and developing empathy. During a recent mid-year evaluation, one teacher observed that for the first time in a long time she had "a classroom of students who care about each other." Plans call for parents to participate next year.



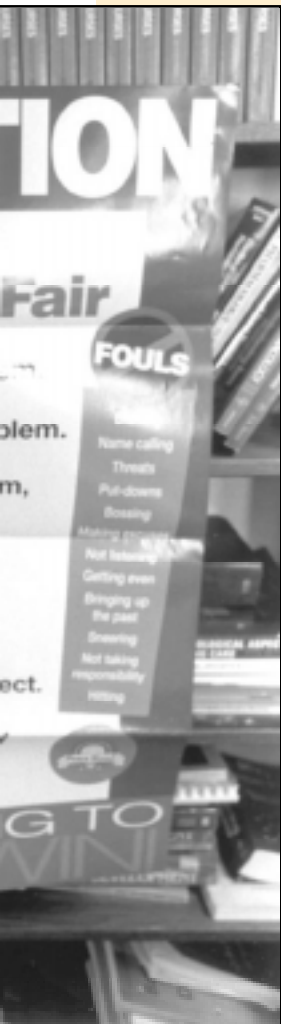
TOUCHING BASE — Consultant George Addison talks with student Michael Pugh at Breckinridge Elementary School, where adults strive to help all students set positive goals (see Page 9).

on to Safe Schools in Kentucky

• **Kentucky Child Assault Prevention Project (CAPP)** for Kids joins with volunteers from the Jefferson County Attorney's office to meet with staff, faculty and parents to discuss violence issues. They go into each classroom to talk with students in groups or individually. Rebecca Owen of Kentucky CAPP for Kids (part of the National Child Assault Prevention Project) says that the program can be tailored to meet the special needs of any school or district. For information, contact Owen at (502) 574-5598.

To target specific students, Breckinridge Elementary uses one program to integrate behavior, self image and academics.

• **PITISE** (Positive Images That Invoke Self Esteem) targets at-risk students aged 7-18, focuses on violence and gang awareness and includes follow up. George Addison used his own childhood experiences to develop PITISE seven years ago with the help of the Bellarmine Small Business Development Center. "PITISE creates opportunities for these children to see options, see another side of life and be able to function there, to put lies and hurt on the table and begin forming new perceptions and goals," Addison says. Information is available from Jaye Sparber at Breckinridge Elementary at (502) 485-8020.



Keeping it Safe

Students who serve on the Student Crime Stoppers Board help set up a system for anonymous "tips," help develop a scale for rewards and promote the program within the school. They do not "tattle" on classmates. At Henry Moss Middle School (Warren County), the 16-student board represents the entire student body. In the hallway they have a drop box for tips, and they offer cash rewards of \$5, \$10 and \$20. "We've had stolen items recovered, reports of damaged property and uncovered some substance abuse," says student assistant specialist Ida Jo Bowling. "We don't get a lot of prank messages because the students want to be (in a) safe (environment)." Information about Crime Stoppers in the schools is available from Bowling at (502) 781-5150; Barry Pruitt, Bowling Green Crime Stoppers coordinator at (502) 843-5596; Joe Jacob, Warren County's DARE officer at (502) 796-5704; or visit Crime Stoppers International homepage on the Internet at <http://c-s-i.org/scs.htm>.



A PLACE OF PEACE — In Cathy Rosing's class at Kennedy Montessori Elementary (Jefferson County), the Peace Table (part of the Peace Education curriculum) is a permanent part of the classroom. Daryette Griffin (with Rosing at the Peace Table) says he used to go to the Peace Table "a lot, and then I learned that fighting doesn't solve anything." To learn more about the curriculum, phone Rosing at (502) 485-8280 or contact the Peace Education Foundation (see Page 12).



MIDDLE SCHOOL MEDIATION — Leestown Middle School students (left to right) Regina Mosley, Adam Connors and Mandy Bryant practice peer mediation in a two-day training. The three Fayette County students were selected by their peers to serve as mediators. The training curriculum is *Mediation: Getting to WinWin!* by Fran Schmidt for the Peace Education Foundation. For details, phone Principal Melinda Cobb at (606) 254-9223.

A Panel of Peers

In the court-based Teen Court program sponsored by Kentucky's Administrative Office of the Courts, teenagers are responsible for sentencing their peers for first offenses such as truancy or harassment. The sentences are legally binding. Students are recruited for the positions that would normally be involved in this phase of a trial: bailiff, clerk, attorneys, jurors. They must meet only one requirement: They must attend training once a week for six weeks. Attorneys and local officers of the court volunteer to train their junior colleagues. The Administrative Office of the Courts obtains grants to fund law-related education programs in schools from Pikeville to Paducah. For information, contact Jeanie Lyles or Rachel Bingham at AOC in Frankfort at (502) 573-2350.

Photos by Rick McComb

Behavior Change Requires Variety of Tools and Knowledge to Use Them

By Sharon Crouch Farmer
Kentucky Department of Education

We call it inappropriate behavior— aggressiveness — violence. Whatever we call it, it means there is something missing in a student's experience, causing the child to make the classroom climate unstable and jeopardize learning.

It means, according to Fayette County Safe and Drug-Free Schools Coordinator Lynn McCoy-Simandle, that the child lacks the tools to cope with everyday situations. "The only tool they have is a hammer, and once they use it and it works, they understand its power and it is hard to get them not to use it," McCoy-Simandle said.

Most children begin learning social behaviors at the age of two, observing adults as they process information, verbalize options and make choices. Children with behavior problems have not grasped this process, according to McCoy-Simandle. "In our culture, life

moves at such a rapid pace, even adults have little time for processing," she explained. "Computer games encourage impulse action without problem solving. Children are pushed to mature earlier."

There is little time for them to de-

*If the only tool you
have is a hammer,
every problem looks
like a nail.*

Abraham Maslow

velop social skills. Then, without knowing why, children strike out, scream or use other aggressive or violent behaviors; or they internalize emotions and shrink from contact. When confronted, these children absolve themselves of responsibility.

"It is never their fault," says Kathy Kalias, Fayette County Safe and Drug-Free Schools consultant. "They'll tell you they don't know why they do what they do. Well, they're being truthful. They *believe* it's not their fault. They *don't* know why they did it. They don't have the tools to understand," she explained.

Classroom teachers, McCoy-Simandle says, are not always equipped to deal with these children. "Both teachers and students need more tools," she says.

Adding to the Toolbox

Four important tools for children are empathy, impulse control, anger management and problem solving skills.

- Empathy — understanding how someone else feels, how our actions might affect others. It is the first tool used as we process and react to information.

- Impulse control — the ability to restrain or check spontaneous action.

Children who behave inappropriately in the classroom have not been taught, through observation or experience, how to think through things before acting.

- Problem solving — making choices from available options and making decisions based on those choices. "Many children don't know they have a choice or what those choices might mean," said Denise Lawless, also a Safe and Drug-Free Schools consultant in Fayette County.

- Anger management — identifying and coping with ire, rage, hostility. "Many children don't know that anger feels different from other emotions, such as embarrassment," says McCoy-Simandle. "They interpret most of their feelings as anger."

"Assessing blame for behavior problems accomplishes nothing," advises McCoy-Simandle. "Teachers must not assume that students have these skills but don't use them. That is less and less the case."

Students may have either a performance or skill deficit. With a performance deficit, the child has the skill but doesn't know how to use it. A skill

deficit, more prevalent in the classroom, means the child doesn't have the skills.

What Can Help

In addition to special programs available to teachers and counselors through sources such as the national Committee for Children and the Peace Education Foundation (see Pages 11 and 12), there are things teachers can do to help these children develop the tools they need to achieve in both society and the classroom.

- Use the first days of a school session to teach your class the behaviors you want in your classroom. "Don't just tell them and assume they get it," says Lawless. "Practice it over and over. When these behaviors are learned, teaching academics is much easier."

- Model appropriate behavior when reacting to inappropriate behavior. Go through behavior options verbally with students to show them how to approach problems, evaluate consequences and reap benefits.

- Accept the fact that children live in situations that you can't change, and do what you can.

- Help children understand that behavioral expectations may be different depending on where they are.

- Be cautious when using sarcasm to battle behavior problems; it can backfire. Use humor, but center it on yourself, not on them.



Libby Iversen (left) of Maxwell Elementary and Lois Babb of Rosa Parks Elementary learn conflict management strategies during a "Peer Mediation Training for Teachers" session in Fayette County.

Photo by Rick McComb

For More About School Safety . . .

Consult some of these resources. This list is just a beginning. Most of these resources can lead to dozens more, including contacts at Kentucky school districts and schools where safety and violence prevention programs are especially successful.

PUBLICATIONS

“Prevention of Family Violence” — a curriculum developed by the Department of Education’s Family and Consumer Sciences and Special Vocational Programs Branch and the Jefferson County Board of Education. To request a free copy, phone (502) 564-3775 or e-mail jellis@kde.state.ky.us.

“Educational Leadership” — May 1997: “Social and Emotional Learning”; October 1997: “Schools as Safe Havens.” Publisher: Association for Supervision and Curriculum Development, 1250 N. Pitt St., Alexandria, VA 22314-1453; (703) 549-9110.

Transformations: Kentucky’s Curriculum Framework — includes sample teaching strategies for Learner Goals 3 and 4 (self-discipline, conflict resolution, cultural understanding, honesty, ethics and a host of self-sufficiency and responsible group membership issues; ideas for incorporating community resources. The Department of Education provided one copy free of charge to each school and district office. Additional copies available for \$40 (\$60 out-of-state). Contact Windy Newton at (502) 564-3421; 500 Mero St., Frankfort, KY 40601; wnewton@kde.state.ky.us.

EVENTS AND PROGRAMS

School Safety Conference — Sept. 28 and 29, Hyatt/Heritage Hall complex, Lexington. Sessions on alternative education and alternative schools, school resource officers and other partnerships between schools and community organizations, assessing school and district safety needs, schoolwide discipline strategies, truancy prevention and other issues. Sponsors: Kentucky School Boards Association and Kentucky Department of Education. Contact: Bill Scott, bscott@mail.state.ky.us; (502) 695-4630 or (800) 372-2962; www.ksba.org.

Third Annual Youth Symposium — Nov. 16, Marriott Hotel, Lexington. Legislative update on school safety; sessions on juvenile justice and related topics, school safety assessments and plans, school/highway safety showcase; Effective Safe School Model Programs. Sponsors: Department of Education and Kentucky State Police. Contact: Beverly Persley, (502) 564-3678; bpersley@kde.state.ky.us.

Learning Equals Earning — a joint initiative by The Partnership for Kentucky Schools and the Kentucky Chamber of Commerce to connect Kentucky businesses with the academic achievements of high school students. In this voluntary program, developed by the Partnership at the request of Gov. Paul Patton in collaboration with the Department of Education, Kentucky employers agree to request academic records of entry-level applicants. The goal is to send a message to students and parents that school work is important to a student’s employment prospects. For more details, contact Carolyn Witt Jones at the Partnership, (606) 233-9849 or (800) 928-2111; admin@pkrs.org.

ON THE WEB

Mail addresses and phone numbers are included in this listing for those without Web access. When using one of the italicized Web addresses, do not include the final period.

Behavior Home Page — www.state.ky.us/agencies/behavior/homepage.html. A Department of Education-University of Kentucky Website featuring information, resources and discussions about behavior problems and challenges displayed by children (especially those with special needs) in school and community settings.

Creative Partnerships for Prevention — www.CPPrev.org. Focus: Using the arts and humanities to build resiliency in youth. Developed under a grant from the Safe and Drug-Free Schools Program by Learning Systems Group, 1150 Connecticut Ave., NW, Suite 1100, Washington, DC 20036; (202) 628-8080.

Committee for Children — www.cfchildren.org. National not-for-profit agency for violence and abuse prevention education and social literacy programs. 2203 Airport Way S., Suite 500, Seattle, WA 98134-2027; (800) 634-4449 (8 a.m. - 5 p.m. Pacific time).

National School Safety Center — www.nssc1.org. 4165 Thousand Oaks Blvd., Suite 290, Westlake Village, CA 91362; (805) 373-9977.

North Carolina Center for the Prevention of School Violence — www2.ncsu.edu/ncsu/cep/PreViolence/CtrPreSchVio.html. 20 Enterprise St., Suite 2, Raleigh, NC 27607-7375; (800) 299-6054.

National Youth Gang Center — www.iir.com/nygc. Funded by United States Department of Justice. (904) 385-0600, extension 249, 259 or 285.

Office of Juvenile Justice and Delinquency Prevention — www.ncjrs.org/ojjdp. 810 Seventh St., NW, Washington, DC 20531; (202) 307-5911.

Partnership Against Violence Network — www.pavnet.org. A searchable library of information and data from seven federal agencies. (301) 504-5462.

Safe and Drug-Free Schools Program — www.ed.gov/offices/OESE/SDFS/. 600 Independence Ave., SW, #604 Portals, Washington, DC 20202-6123. Phone: (202) 260-3954.

CONSULTATION AND ASSISTANCE

School and District Professional Development Coordinators — for help in obtaining faculty and staff training in violence prevention, conflict resolution and student support strategies.

Safe and Drug-Free Schools Coordinators — Each school district staff has someone with responsibilities in these areas. For state-level assistance, contact Steve Kimberling at (502) 564-3791 or skimberl@kde.state.ky.us.

Kentucky Department of Education — This list includes Department of Education contacts who can provide information, assistance or links to others who can help.

- Alternative education programs — Joan Howard, (502) 564-3678; jhoward@kde.state.ky.us

- Dropout prevention programs and grants — Peggy Washington, (502) 564-3789; pwashing@kde.state.ky.us

- Emotional behavior disorders — Laura McCullough (lmccullo@kde.state.ky.us) and Mike Waford (mwaford@kde.state.ky.us); (502) 564-4970

- Safe and Drug-Free Schools Program — Steve Kimberling, (502) 564-3791; skimberl@kde.state.ky.us

- School counseling services, crisis intervention, school psychological and psychometric services, school social work services — Angela Wilkins, (502) 564-3678; awilkins@kde.state.ky.us

Kentucky School Boards Association — training, technical assistance and legal consultation in all areas related to student discipline and school safety:

- risk management services
- legal services (including consultation on student discipline law)

- student support services (identifying and reducing barriers to learning, including violent and disruptive student behavior)

- policy service (continuing support in researching, drafting and updating safety-related policies)

- special education services (information and assistance in meeting requirements of federal special educa-

tion laws and regulations including discipline of special education students)

- communications (a variety of publications that feature exemplary school/district programs, including those related to school safety and violence prevention; workshops on communicating in times of disaster or emergency).

For more information about these services, phone KSBA at (502) 695-4630 or (800) 372-2962. Also visit the KSBA Website at www.ksba.org.

Office of the Attorney General — free training to schools and districts on the dynamics and effect of domestic violence. Training covers safety issues for school personnel and victims, mandatory reporting, and services available to victims of family violence. Presentations tailored to local concerns. Contact Tamra Gormley, Director, Victims Advocacy Division, 10224 Capital Center Drive, Frankfort, KY 40601; (800) 372-2551 or (502) 696-5312.

Kentucky Cabinet for Families and Children — consultation on many school safety issues, including de-escalation techniques, working with at-risk children and youth, and behavior management. Contact Vicki Reed, Youth Services Specialist, Department for Social Services, 275 E. Main St., Frankfort, KY 40621; (502) 564-2810; fax (502) 564-9220.

Kentucky Community Crisis Response Board — directs a statewide team of more than 150 volunteers to assist communities, schools and other agencies in times of natural disasters, violence and other crises. Also available: a newsletter and presentations to education and community groups. Renelle Grubbs, executive director; Penny Gaffney, assistant executive director; 612-B Shelby St., Frankfort, Ky. 40601; (502) 564-0131 and (888) 522-7228.

Kentucky Peace Education — 318 West Kentucky Ave., Louisville, KY 40203; (502) 589-6583. Judy Schroeder, executive director.

Kentucky SAFE KIDS Coalition — a Kentucky Department for Public

Health program; part of the National SAFE KIDS Campaign, dedicated solely to the prevention of unintentional childhood injury. Contact Kathy Adams at the Injury Prevention and Research Center, (606) 323-6194.

National Peace Education Foundation — 1900 Biscayne Blvd., Miami, FL 33132; (800) 749-8838.

New Mexico Center for Dispute Resolution — prevention and early intervention programs for children, youth and families; past presenter at workshops and conferences in Kentucky; 620 Roma NW, Suite B, Albuquerque, NM 87102; (800) 249-6884.

SAFE SCHOOLS WORKSHOP

When: July 21-23

Where: Christian County High School

What: Two concurrent workshops covering these topics:

1. Legal issues, school climate, key data, planning process, student/staff interactions, policy and procedures

2. Discipline strategies for targeted staff (teachers, instructional assistants, bus drivers, transportation directors, administrators).

Keynote Speaker: Ronald D. Stephens, executive director of the National School Safety Center

Sponsors: The Badgett Regional Cooperative for Educational Enhancement, with assistance from Henderson County Schools staff

Invited: The workshops have been arranged for schools in the 12 Western Kentucky districts served by the Badgett Regional Cooperative, but teachers and administrators from other districts also may attend.

To Request a Registration Packet: Contact Jane Martin, (502) 821-4909 or jmartin@brcee.coop.k12.ky.us.



Grants Available for Innovative ESS Programs

Almost \$1.5 million in grants is available for 1998-99 to fund new or continuing innovative programs that can be replicated to make extended school services more effective.

Every year, as mandated by law, each district receives a state allocation to help at-risk learners through what is sometimes called the “regular” extended school services (ESS) program. The Kentucky Department of Education’s ESS competitive grant program provides additional money — up to \$25,000 per grant — to fund innovative ideas that can spur at-risk students to achieve.

Applying for 1998-99 Grants

Who: Individual teachers, groups of teachers, school ESS coordinators, school councils or district ESS coordinators can compete for the innovative grants by submitting proposals to their district superintendents. Each superintendent may submit as many as two proposals to the Department of Education.

What: Grants for 1998-99 will be available in these priority areas:

- a systematic approach to dropout prevention (emphasis on at-risk and special education students) with a goal of identifying factors that may increase dropout rates and the implementation of strategies to resolve the problems.
- the whole-school approach to improving performance, building on a national model for creating learning opportunities with high expectations, high academic content and a goal of success for all students.
- transitional programs that prepare students for successful transition into middle school, high school or the workforce.
- programs developed for one specific core curriculum area — mathematics, language arts, science or social studies — to enhance learning.



Photo by Rick McComb

‘FOX’ AND ‘CHICKENS’ — Students learn through drama in their production of “The Little Red Hen” during an extended school session at Liberty Elementary in Casey County.

How: The Department of Education mailed grant application information for 1998-99 to all ESS district coordinators on Feb. 21. The packages include details about the four priority areas and the application process.

When: Applications for 1998-99 must reach the Department of Education by May 29, 1998. Grant recipients will be notified in July.

Reporting Requirement: At the end of the 1998-99 school year, each grant recipient must submit an evaluation of the innovative program and a self-study of the school’s regular ESS program.

For More Information: Contact your school or district ESS coordinator or Karen Whitehouse at the Kentucky Department of Education at (502) 564-3678 or kwhiteho@kde.state.ky.us.

Dropout Prevention

Conference to Feature State-of-the-Art Strategies

State and national authorities will present effective strategies for “Building Bridges to Keep Students in School” during the Kentucky Conference on Dropout Prevention, scheduled for July 28-30 at Louisville’s Executive West Hotel.

Additional information is available from Pat Ellis or Linda Johnson. Other conference information is available from Charles Whaley or Jacques Hukill. All may be reached by phoning (502) 564-3678.

Department Hires Consultant

The Kentucky Department of Education’s commitment to reducing the school dropout rate has resulted in the hiring of a full-time consultant, Peggy Washington.

Washington, based in Frankfort in the Division of Student and Family Support Services, helps school districts identify effective, research-based strategies and programs to meet local needs. Contact her at (502) 564-3678; fax (502) 564-6952; pwashing@kde.state.ky.us.

‘Building Support’ Workshops Scheduled for June

The “Building Support for Public Schools” workshop is scheduled for four dates and locations in June. Session topics include building school-community and school-family relationships, planning for a crisis, and building support within the school and district staffs.

The workshop will be offered on June 8 at Natural Bridge State Park, June 10 at Lake Cumberland State Park, June 25 at Murray State University and June 30 at Northern Kentucky University. Each event is approved for six hours of professional development and leadership credit.

The Kentucky School Public Relations Association and the Kentucky Department of Education are the workshop sponsors.

For more information, see the back page of the March issue of *Kentucky Teacher*, visit www.kde.state.ky.us/coe/ocpg/dpi/webdoc/main on the Internet, or contact Fran Salyers at (502) 564-3421 or fsalyers@kde.state.ky.us.



Study Applied Academics This Summer

A series of applied academics institutes will be offered to Kentucky educators during June and July. Applications must be postmarked by May 22 for participation in these institutes:

- American Studies — June 18 and 19, Lexington
- Applied Biology/Chemistry — June 15 and 16, Madison County
- Applied Communication — June 15-17, Ashland
- Applied Economics — June 15 and 16, Louisville
- Science and Family and Consumer Science — July 8, Montgomery County
- Applied Mathematics I/II — June 15-17, Ashland
- Applied Mathematics — July 7-9, Hopkins County
- Applied Geometry — June 18 and 19 — Lexington
- Principles of Technology I/II — June 22-24, Grant County
- Applied Civics — June 29 and 30, Daviess County

For application forms and additional information, contact Wallace Webb, Kentucky Department of Education, (502) 564-3775 or wwebb@kde.state.ky.us; or Charlotte Tulloch, University of Kentucky, (606) 257-4272, fax (606) 257-1325, or ctullo0@pop.uky.edu. Information is also available at www.kde.state.ky.us/blss/osis/dsve/STW.HTM.

Commonwealth Institute Seeks Parents for Leadership Training

The Commonwealth Institute for Parent Leadership is looking for 200 parents to take part in its training program aimed at increasing parent involvement in public schools.

The institute will hold sessions in eight Kentucky locations beginning in late July. Participants will attend three two-day sessions at no charge to learn about Kentucky's standards-based education system and strategies for encouraging other parents to become involved. Applications are available by phoning the Prichard Committee for Academic Excellence at (800) 928-2111 or sending e-mail to cipl@prichardcommittee.org.

The Commonwealth Institute for Parent Leadership co-sponsored by the Kentucky Congress of Parents and Teachers (PTA) and the Association of Older Kentuckians.

Educators Eligible for Aid to Become School Counselors

Some Kentucky schools and communities are experiencing a shortage of counselors, and the shortage is projected to increase. To help meet the need, the Kentucky Counseling Association and participating colleges are offering financial help to educators interested in preparing themselves to be school counselors.

Educators with undergraduate degrees are eligible for the scholarships. The association provides up to \$100 for textbooks. Lindsey Wilson College, University of Louisville, Morehead State University, Western Kentucky University and Xavier University will provide tuition waivers. Preference will be given to beginning master's degree students.

Documentation of acceptance by the participating university, a letter of recommendation and a completed application are due by the end of April. Call the Kentucky Counseling Association toll free at (800) 350-4522 for information and applications.

4th- and 5th-Graders Can Compete for \$5,000 Education Trust Accounts

Students in grades 4 and 5 can compete for \$5,000 trust funds in a competition sponsored by the Kentucky Coal Marketing and Export Council. One student in each of Kentucky's eight education regions will win funds that will be invested and presented upon high school graduation to pay for postsecondary education expenses. The minimum future value of each award will be \$6,579.50.

In addition, the winners' schools will be eligible to win computers.

To enter, students must answer questions and write about their experiences using the Coal Education Multimedia Library Kit, which explores the history, impact and uses of coal in Kentucky. The council mailed one kit to each public library and each public elementary and middle school library in the state in February.

Each Kentucky public school can select and submit only one 4th- or 5th-grade student entry, which must be postmarked by May 30. For details, visit www.coaleducation.org on the World Wide Web or contact the Kentucky Coal Marketing and Export Council, PO Box 11578, Lexington, KY 40576-1578; phone (606) 246-2500; fax (606) 246-2497; e-mail kcmec@mis.net.

Contest Rewards Good Nutrition With Cash

Win a cash prize for your outstanding nutrition project.

Projects implemented by schools, nonprofit organizations, agencies or groups will be evaluated in a contest sponsored by the Kentucky Nutrition Council. Local projects initiated after April 20, 1997, and completed before May 1, 1998, are eligible.

Entries will be judged on accuracy, innovative planning, creativity, scope, adaptability and effectiveness in attaining goals. Entries must be postmarked on or before May 15; winners will be notified in June.

Entry forms and information are available from Phyllis Martin, Director of School Food Services, Covington Independent Schools, 25 East Seventh Street, Covington, KY 41011; call (606) 292-5800, ext. 113.

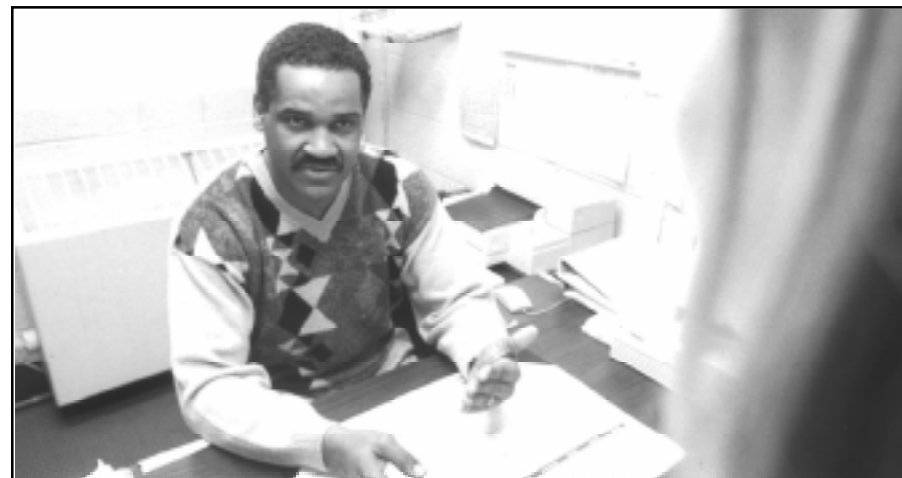


Photo by Rick McComb

Ken Hart, a case manager at the North Henderson Junior High youth services center, is one of too few school counselors in Kentucky. A shortage has prompted incentives for teachers willing to return to school for counselor training. See story at left.

THE Bulletin Board

By Lisa York Gross
Kentucky Department of Education

Financial Aid Information Available on the Web

The Kentucky Higher Education Assistance Authority (KHEAA) has developed a Website for students, guidance counselors, parents and lenders. The site features the latest data on KHEAA financial aid, a staff directory, a guide to the financial aid process, publications, national test dates and more. The Web address is www.kheaa.com.

Teachers Wanted to Evaluate Website

The Center for Education and Training Technology at Mississippi State University, in cooperation with the Natural Partners Program at the Smithsonian Institution's National Museum of Natural History, has developed the O. Orkin Insect Zoo Curriculum Module on the World Wide Web. The site includes a virtual tour of the Insect Zoo at the Natural History Museum in Washington, D.C., curriculum materials for grades 4 through 8 and links to related sites.

Teachers are invited to preview and evaluate the site, which is designed to provide resources on insects and spiders. Teachers interested in evaluating the site may subscribe to the site listserv by sending an e-mail message to majordomo@msstate.edu. Type only **subscribe insect-zoo** your e-mail address in the message.

More information is available at www.naturalpartners.org/InsectZoo.

Professional Drivers Available to Speak on Impact of Trucking Industry

Four professional drivers representing the Kentucky Motor Transport Association (KMTA) are available to speak to high school driver's education students about the trucking industry's impact on the national and state economy and efforts to improve highway safety. The four drivers, selected for Kentucky's Road Team for their superior driving skills and records, also emphasize the importance of highway courtesy and safety.

To schedule a Road Team member's visit to your school, phone the KMTA office at (502) 695-4055.

Tried and True Ideas for Teaching and Learning

Sixteen new programs designed to improve teaching and learning are featured on the U.S. Department of Education's Website. The programs, developed by the department-supported regional education labs, can be adapted to a variety of school and community settings. Topics include early childhood education, instructional content and practice, professional development and school improvement strategies.

More information is available from the USDOE's Website at www.ed.gov/pubs/triedandtrue/index.html. Information on the regional education labs is available at www.nwrel.org/national.

Middle School Institute Planned

The fourth annual Middle Level Curriculum and Assessment Institute, co-sponsored by the Kentucky Department of Education and the Kentucky Middle School Association, is scheduled for July 13-16 at Jessie Clark Middle School in Fayette County.

The focus of the institute will be developing a standards-based unit of study that ties together curriculum, assessment and instruction. Participants will develop a unit with the assistance of mentors. Learning sessions will support the unit planning process.

This year's institute also includes sessions geared to the needs of middle level administrators. Work times with administrative mentors are scheduled. Administrators may attend the institute as part of school teams or individuals.

CONTACT: Fran W. Salyers, Division of Curriculum and Assessment Development, 18th Floor, 500 Mero St., Frankfort, KY 40601; (502) 564-2106; fwsalyer@kde.state.ky.us

Program of Studies Workshops Scheduled

The department's Division of Curriculum and Assessment Development will provide regional workshops on the revised Program of Studies P-12 and its accompanying implementation manual.

The Program of Studies outlines the minimum content for the required high school courses and for primary, intermediate and middle level programs leading to the requirements. The manual contains course and course sequence models, instructional strategies and additional resources.

One-day sessions are scheduled for the following regions:

Region 1	July 30 and 31
Region 2	July 28 and 29
Region 3	TBA
Region 4	July 15 and 16
Region 5	July 27 and August 3
Region 6	July 7 and 8
Region 7	June 29 and 30
Region 8	July 9 and 10

CONTACT: Department of Education regional service centers or Renee Murray or Bambi Todd, 18th Floor, 500 Mero St., Frankfort, KY 40601; (502) 564-2106; rmurray@kde.state.ky.us or btodd@kde.state.ky.us

Workshops to Present Updates on School Council Legislation

Information on legislative action during the 1998 General Assembly will be available during regional workshops scheduled by the Kentucky Department of Education's Division of School-Based Decision Making (SBDM).

These discussions of changes to the state law governing school councils are designed to benefit district SBDM coordinators and trainers, district and school administrators and staff, council members and local school board members. Three hours of instructional leadership credit will be given to district and school administrators.

Participants are invited to attend one of two sessions scheduled for 8:30-11:30 a.m. and 1-4 p.m. local time (unless otherwise noted) at each regional location:

Region 1 — April 21; Bank of Livingston County, Lake City

Region 2 — April 20; Downing University Center, Western Kentucky University, Bowling Green

Region 3 — May 4 or 5; 5-8 p.m.; JCPS Gheens Academy, Louisville

Region 4 — May 14; Region 4 Service Center, Northern Kentucky University, Covington

Region 5 — May 13; University of Kentucky (site to be announced)

Region 6 — May 15; Center for Rural Development, Somerset

Region 7 — May 18; 9 a.m.- Noon or 1:30-4:30 p.m.; Morehead State University Student Center

Region 8 — May 19; Jenny Wiley State Park, Prestonsburg

Pre-registration is highly recommended and is due one week prior to the session date. For details, contact Rina Gratz at (502) 564-4201 or rgratz@kde.state.ky.us.

Coming in May: Summary of Education Legislation

Watch the May issue of *Kentucky Teacher* for a summary of education-related legislation passed during the 1998 session of the Kentucky General Assembly.

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Kentucky Teacher

News for the Nation's Most Innovative Educators

APRIL 1998



POSITIVE IMAGES — Breckinridge Elementary consultant George Addison and student Kelecia Lee talk about everyday experiences and constructive ways to solve problems. For more about this Jefferson County school's program to promote student self-esteem and school safety, see Pages 8 and 9.

**SUCCESSFUL
SCHOOLS**

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Safe Schools, Successful Schools Pages 2-12
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